

University of Alberta Library



0 1620 1941 3564

LB  
1629.5  
A3  
A35  
1984  
gr.7-9  
amend.  
1995

CURRGDHT





EX LIBRIS  
UNIVERSITATIS  
ALBERTENSIS

---

**1995**  
**AMENDMENTS**  
**to the**  
**Program of Studies: Junior High Schools**

1. Replace front-end pages i to xi with new pages i to ix.
2. LANGUAGE ARTS: Insert new Language Arts title page (following Language Arts divider).
3. PHYSICAL EDUCATION: Replace Physical Education C.2.
4. NATIVE LANGUAGES: Insert new Native Languages title page (following Native Languages divider).
5. SECOND LANGUAGES:
  - Insert new Second Languages title page (following Second Languages divider).
  - Replace French as a Second Language D.1.



Digitized by the Internet Archive  
in 2012 with funding from  
University of Alberta Libraries

<http://archive.org/details/jhsprogramstamend95albe>

# PROGRAM *of* STUDIES

---

## *Junior High Schools*

---

This Program of Studies is issued under the authority of the Minister of Education pursuant to section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S-3.1 as amended.

Copyright ©1995, the Crown in Right of Alberta, as represented by the Minister of Education. Alberta Education, Curriculum Standards Branch, 11160 Jasper Avenue, Edmonton, Alberta, Canada, T5K 0L2.

This document reflects changes in the program of studies for junior high schools up to June 1995.

Permission is given by the copyright owner to reproduce this *Program of Studies: Junior High Schools* for educational purposes and on a nonprofit basis.

# PROGRAM OF STUDIES: JUNIOR HIGH SCHOOLS

## 1995 CONTENTS

Introduction .....	v	Religious and Patriotic Instruction .....	viii
Program Foundations: Mission and Mandate .....	vi	Learning Resources .....	ix

Course	A. Program Rationale and Philosophy	B. General Learner Expectations	C. Curriculum Standards/ Specific Learner Expectations	D. Basic Learning Resources
HEALTH AND PERSONAL LIFE SKILLS	1987	B1-B2 1987 B3 1989	C1 1989 C2 1987 C3-C5 1989	1989
LANGUAGE ARTS				
Language Arts	1984	1984	1987	1994
Ukrainian Language Arts	1990	1990	1990	1994
MATHEMATICS	1988	1988	1988	1988
PHYSICAL EDUCATION	1988	1988	1988 C2 1995	1988
SCIENCE	1990	1990	1990	1990
SOCIAL STUDIES	1989	1989	1989 C22-C23 1993	1994
ENVIRONMENTAL AND OUTDOOR EDUCATION	1990	1990	1990	1990
FINE AND PERFORMING ARTS				
Art	1984	1984	1984	1986
Drama	1989	1989	1989	1989
Music	1988	1988	1988	1988
INTEGRATED OCCUPATIONAL PROGRAM				
English Language Arts	1992	1992	1992	1992
Practical Arts	1992	1992	1992	1992
Social Studies	1992	1992	1992	1992
NATIVE LANGUAGES				
Blackfoot Language and Culture Program	1990	1990	1990	1990
Cree Language and Culture Program	1989	1989	1989	1992

The dates in the grid indicate the most current and up-to-date sections in each program of studies.

Course	A. Program Rationale and Philosophy	B. General Learner Expectations	C. Curriculum Standards/ Specific Learner Expectations	D. Basic Learning Resources
★ CAREER AND TECHNOLOGY STUDIES				
PRACTICAL ARTS				
Agriculture: Land and Life	1989	1989	1989	1989
Business Studies 9	1990	1990	1990	1990
Computer Studies	1990	1990	1990	1990
Home Economics	1988	1988	1988	1988
Industrial Education	1984	1984	1984	1986
RELIGIOUS OR ETHICAL STUDIES				
Ethics	1989	1989	1989	1989
SECOND LANGUAGES				
French as a Second Language	1992			
Beginning Level		1992	1992	1995
Intermediate Level		1993	1993	1995
German as a Second Language	1984	1984	1984	1984
Ukrainian as a Second Language	1984	1984	1984	1994

★ Practical Arts courses will be replaced by the provincial implementation of Career and Technology Studies (CTS) strands in the 1997–98 school year.



# INTRODUCTION

---

The *Program of Studies: Junior High Schools* identifies the expectations for the core and complementary learning of all students. Content is focused on what students are expected to know and be able to do.

Though the program is organized into separate subject or course areas, there are many connections across the curriculum. Students see the world as a connected whole rather than as isolated bits. Integrating across content areas, and providing ways for students to make connections, enhances student learning. The reporting of student progress should, nevertheless, be in terms of the expectations outlined in courses of study for each subject area.

Within any group of students there is a range of individual differences. Flexibility in planning for individuals within a group is needed. Therefore, school organization and teacher methodology are not mandated at the provincial level and may vary from class to class and school to school in order to meet student needs.

For guidelines and regulations relating to school programs and operations refer to the current issue of the *Guide to Education: ECS to Grade 9 Handbook*. Alberta Education also produces a variety of publications to support the programs of study, all of which are available for purchase from the Learning Resources Distributing Centre. Basic and support student learning resources, and authorized teaching resources, are listed in the Learning Resources Distributing Centre *Buyers Guide*.

# PROGRAM FOUNDATIONS: MISSION AND MANDATE★

## Mission

“The best possible education for all Alberta students.”

## Mandate

Education is responsible for ensuring that students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

## Beliefs

### We believe:

- All students can learn and experience success
- All students have the right of equitable access to a quality basic education program that meets their diverse needs
- Students are responsible for participating fully in the achievement of their educational success
- All students must have strong reading, writing and math skills with which to analyze data and develop ideas and inferences
- Students are entitled to a safe, secure and caring learning environment where each individual is respected and valued
- Education is an essential building block of our society's future
- The education system must provide our society with creative and critical thinkers and problem solvers, who are prepared for the world of work, post-secondary studies, lifelong learning and citizenship in a complex world
- The education system must provide opportunities for students to acquire the entrepreneurial and technical skills and work habits required for success in the rapidly changing, high-tech global economy
- Quality educational programs develop the total person—social, physical, intellectual, cultural and emotional dimensions
- High learning expectations challenge all students to learn and achieve
- The success of students is the shared responsibility of students, parents, school, community and government
- Parents should have opportunities for meaningful involvement in important decisions about their children's education
- Parents and the public should have access to timely information about the performance and cost of the education system
- The satisfaction of students, parents and the public is critical to the success of the education system
- Resources and relevant decision making should be located where education happens
- All those responsible for decisions about education, including the expenditure of education funds, are accountable to Albertans for actions and results
- Available resources can maintain and improve the quality of education for students, if managed efficiently and innovatively
- The provision of educational funding must be fair, adequate and affordable.

★ This Mission and Mandate has been excerpted from pages 7–10 of *Meeting the Challenge II: Three-Year Business Plan for Education, 1995/96–1997/98* and replaces Goals of Education, Goals of Schooling and Desirable Personal Characteristics in previous programs of study

## Basic Education—the Definition

The school's first obligation is to provide a solid core program consisting of language arts, mathematics, science and social studies.

Schools have the responsibility to provide instructional programs that ensure students will meet the provincial graduation requirements and are prepared for entry into the workplace or post-secondary studies. As well, schools must ensure that students understand the rights and responsibilities of citizenship, and have the skills and disposition to pursue learning throughout their lives.

## Learning Expectations

Schools will be accountable for their students' achievement of provincial learning standards including employability skills consistent with workplace requirements.

Schools will provide a variety of learning experiences so that students:

- can read for information, understanding and enjoyment
- write and speak clearly, accurately and appropriately for the context
- use mathematics to solve problems in business, science and daily-life situations
- understand the physical world, ecology and the diversity of life
- understand the scientific method and the societal context of science
- know the history and geography of Canada and have a general understanding of world history and geography
- understand Canada's political, social and economic systems within a global context
- can research an issue thoroughly
- know how to work independently and as part of a team
- respect the cultural diversity of Canada, and appreciate literature and the arts
- know the basic requirements of an active, healthful lifestyle

- recognize the importance of accepting responsibility for their physical and emotional well-being, and appreciate the role of the family and other relationships to that well-being
- manage time and other resources needed to complete a task
- use computer and communication technologies
- demonstrate initiative, leadership, flexibility and persistence
- evaluate their own endeavours and continually strive to improve
- have the desire and realize the need for lifelong learning.

Schools also may provide the opportunity for students to acquire a second language. When the primary language of instruction is not English, students must be able to demonstrate competence in reading and writing English.

## Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings.

The expected learnings can be achieved in many ways: many students will require concrete, hands-on approaches to achieve the expected results. Schools will have authority to deploy resources and may use any instructional technique acceptable to the community as long as the results are achieved. Schools and teachers are encouraged to take advantage of different delivery options, such as distance education and workplace learning.

Senior high school students will be able to learn employability skills in the workplace. The school will provide support to ensure a broad theoretical understanding of those specific skills. The province will provide high school credit for workplace learning that is certified by the school and by the employer. This will ensure that students have the skills demanded by business and gain recognized work experience to assist in making the transition from school to work.

Wherever possible, school programs and credit granting procedures will be redesigned to ensure compatibility with post-secondary and occupational training programs, thus improving the efficiency of the entire system by removing duplication.

### **Achievement Standards**

Individual school results will vary but our total provincial system must be accountable for ensuring that a very high proportion of students are successful.

The province will define acceptable standards and standards of excellence for student achievement. Business will be a key player in defining the specific learning requirements of industry. Schools, school jurisdictions and the province will assess and report on the full range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in student learning expectations, provincial achievement tests, diploma exams and graduation requirements. Schools will consult with parents and other members of their communities about student performance, and set specific improvement targets.

## **RELIGIOUS AND PATRIOTIC INSTRUCTION**

There is one section in the *School Act* which has to do with religious and patriotic instruction. It is reproduced here for the information of teachers and administrators.

SECTION 33(1) A board may

- (a) prescribe religious instruction to be offered to its students;
- (b) prescribe religious exercises for its students;
- (c) prescribe patriotic instruction to be offered to its students;
- (d) prescribe patriotic exercises for its students;
- (e) permit persons other than teachers to provide religious instruction to its students.

(2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student

- (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
- (b) to remain in the classroom or place without taking part in the instruction or exercises.

1988 cS-3.1 s33; 1990 c36 s16



# LEARNING RESOURCES

## POLICY

Alberta Education selects, acquires, develops, produces, translates and authorizes the best possible instructional materials for the implementation of approved programs of study.

## LEARNING RESOURCE CATEGORIES

In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by teachers or students to facilitate teaching and learning. Many learning resources, both publisher developed and teacher made, are available for use in implementing junior high school programs. Decisions about the selection and use of resources are a local matter and should take into account the student skill levels, interests, motivations and stages of development.

Alberta Education authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery.

## Basic Student Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of the course(s), substantial components of the course(s), or the most appropriate for meeting general learner expectations across two or more grade levels, subject areas or programs as outlined in provincial programs of study. These may include any resource format, such as print, computer software, manipulatives or video.

In exceptional circumstances, a teacher resource may be given basic status.

## Support Student Learning Resources

Support learning resources are those student learning resources authorized by Alberta Education to assist in addressing some of the learner expectations of course(s) or components of course(s); or to assist in meeting the learner expectations across two or more grade levels, subject areas or programs as outlined in the provincial programs of study. These may include any resource format, such as print, computer software, manipulatives or video.

## Authorized Teaching Resources

Authorized teaching resources are those teaching resources produced externally to Alberta Education (for example, by publishers) that have been reviewed by Alberta Education, found to meet the criteria of review and to be the best available resources to support the implementation of programs of study and courses, and the attainment of the goals of education; they have been authorized by the Minister. Teaching resources produced as service documents by Alberta Education, such as teacher resource manuals (TRMs), diagnostic programs and monographs, are authorized by definition.

## AVAILABILITY

Most authorized resources are available for purchase from the Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (Telephone 427-2767, Fax 422-9750).

Resources are listed in the Learning Resources Distributing Centre *Buyers Guide*.



# LANGUAGE ARTS

## CONTENTS

Language Arts

★ Ukrainian Language Arts

★ For current information on basic learning resources,  
consult the Learning Resources Distributing Centre  
*Buyers Guide*.





## **C. CONTENT**

### **SECONDARY PHYSICAL EDUCATION PROGRAM MODEL**

The Secondary Physical Education Program is comprised of seven dimensions: aquatics, dance, fitness, games, gymnastics, individual activities and outdoor pursuits. By engaging in a balanced selection of activities drawn from each dimension at levels appropriate to each student's unique ability and aptitude, students will develop their physical skills, knowledge of physical movement, positive personal attributes, and interpersonal skills and attitudes. Confidence, respect for oneself and others, and a predisposition toward lifelong engagement in physical activity, with the attendant rewards of health, self-esteem and positive social relationships, are the long-term objectives of the physical education program.

### **PROGRAM BALANCE**

A well-balanced program provides opportunities for students to participate in activities from all seven dimensions, appreciating local or individual considerations such as access to facilities, religious persuasion, or health. A balanced physical education program drawn from each of the seven dimensions will provide a broad and varied program of physical education.

Activity selection and time allocation will be determined by the needs and development of the students, by the program objectives, and by many other factors.

The balance may also differ from grade to grade depending on such factors as individual needs, time and facilities.

### **REQUIRED/ELECTIVE COMPONENTS**

Each dimension of the Grades 7 through 9 physical education program must receive no less than 10% of the available instructional time at each grade level. The required component of 80% of the available instructional time therefore allows the remaining 10% to be used for extension of one or more dimensions. The 20% elective component can be applied to one or more of the

dimensions for enrichment or remediation. This 20% is not an addendum to the required component but should be utilized throughout the duration of the course as indicated by student needs and interests.

### **SKILL PROGRESSION WITHIN EACH ACTIVITY**

The skills for each activity are developed into four sequential levels. (The activities and levels are presented in the curriculum guide.) Each level may serve as a stage to introduce and develop some of the necessary skills. Subsequent levels should reinforce the existing skills.

It should be noted that neither the skills nor levels are intended to be rigidly interpreted. They serve as guides for teachers in the modification and development of programs tailored to their individual circumstances.

The progressions suggested should not be tied to grade levels, as they merely represent a suggested sequence. Activity instruction normally begins with simple activities and progresses to the more complex. Starting points and progressions are dependent upon individual participants and are not necessarily determined by grade level. Natural ability and skills gained from previous learning experiences both in and out of school need to be assessed in order to develop a program based on individual student needs.

### **APPLICATION OF SECONDARY PHYSICAL EDUCATION PROGRAM**

The physical education program is intended to provide students in Grades 7 through 9 with an opportunity to develop skills in a variety of physical activities at levels of proficiency reflective of each student's unique abilities. It is therefore mandatory that all seven dimensions of the program be addressed in the required component of each course in Grades 7 through 9 notwithstanding the exemptions specified on the following page.

## EXEMPTIONS

As an integral part of the well-balanced physical education program, activities should be selected to contribute to the attainment of the

learner expectations. In the following specified circumstances, however, exemptions may be warranted from one or more dimensions of the course.

### PROGRAM EXEMPTIONS

Category	Conditions for Exemption	Procedures	Alternative Experiences
INDIVIDUAL	Religious beliefs	<ul style="list-style-type: none"><li>• Statement in writing from parent to principal.</li></ul>	<ul style="list-style-type: none"><li>• When exemption is granted, alternative activities consistent with the goals and objectives of the specific dimension should be substituted, where appropriate.</li></ul>
INDIVIDUAL	Medical	<ul style="list-style-type: none"><li>• Certification to principal by medical practitioner with statement of activities in which the student is not able to participate.</li></ul>	
CLASS, GRADE OR SCHOOL	Access to facilities	<ul style="list-style-type: none"><li>• Initiated by local school authority or parent.</li><li>• Approved by local school authority.</li></ul>	

# NATIVE LANGUAGES

## CONTENTS

- ★ Blackfoot Language and Culture Program
- ★ Cree Language and Culture Program

★ For current information on basic learning resources, consult the Learning Resources Distributing Centre *Buyers Guide*.





# SECOND LANGUAGES

## CONTENTS

French as a Second Language

★ German as a Second Language

★ Ukrainian as a Second Language

★ For current information on basic learning resources, consult the Learning Resources Distributing Centre *Buyers Guide*.



## D. BASIC LEARNING RESOURCES

### Beginning Level

#### Grade 7 to Grade 9

McConnell, G. Robert, Rosemarie Giroux Collins and Jocelyn M. Mennill. *Savoir faire: Passages 1*. Don Mills, ON: Les Éditions Addison-Wesley Limitée, 1993. [Beginning Level 3]

ISBN 0201574209

Miller, Ann and Liz Roselman. *Arc-en-ciel 1*. London, England: Mary Glasgow Publications, 1988.

ISBN 1852341742

Miller, Ann, Liz Roselman and Marie-Thérèse Bougard. *Arc-en-ciel 2*. London, England: Mary Glasgow Publications, 1989.

ISBN 1852342331

### Intermediate Level

#### Grade 7 to Grade 9

Brown, Diane G., Janet Flewelling and Lise-Anne Larerdue. *Destinations 2*. Mississauga, ON: Copp Clark Pitman Ltd., 1991.

ISBN 077304955X

Duplantie, Monique, Clément Beaudoin and Jocelyne Hullen. *Élans 1: Première partie*. Montréal, PQ: Centre Éducatif et Culturel inc., 1990.

ISBN 2761707729

\_\_\_\_\_. *Élans 1: Deuxième partie*. Montréal, PQ: Centre Éducatif et Culturel inc., 1991.

ISBN 2761709705

Duplantie, Monique, Jocelyne Hullen and Roger Tremblay. *Élans 2: Première partie*. Montréal, PQ: Centre Éducatif et Culturel inc., 1992.

ISBN 2761710126

Gollert, Heidi, Elver Peruzzo and Claire Piché. *Destinations 3*. Mississauga, ON: Copp Clark Pitman Ltd., 1992.

ISBN 0773051341

Jean, Gladys. *Entre amis 1*. Scarborough, ON: Prentice-Hall Canada Inc., 1990.

ISBN 0132825422

Jean, Gladys, Barbara Moscovich and Bruce Hartley. *Entre amis 2*. Scarborough, ON: Prentice-Hall Canada Inc., 1992.

ISBN 0132852896

Jean, Gladys et al. *Entre amis 3*. Scarborough, ON: Prentice-Hall Canada Inc., 1992.

ISBN 0132879883

Jean, Gladys. *Le magazine entre amis 3*. Scarborough, ON: Prentice-Hall Canada Inc., 1993.

ISBN 0130358584

McConnell, G. Robert, Rosemarie Giroux Collins and Jocelyn M. Mennill. *Savoir faire: Passages 2*. Don Mills, ON: Les Éditions Addison-Wesley Limitée, 1993.

ISBN 0201552000

McConnell, G. Robert. *Savoir faire: Passages 3*. Don Mills, ON: Addison-Wesley Ltd., 1991.

ISBN 0201573776

Ullman, Rebecca, Bonnie Carter and Sylvia I. Goodman. *Tous ensemble!: Réflexions*. Toronto, ON: D. C. Heath Canada Limited, 1992.

ISBN 0669953687









